The Tenure Process in LIS: A Survey of LIS/IS Program Directors

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This survey addressed the experience of receiving tenure through the personal narratives of directors of Library and Information Science schools in the USA. Fifty-five respondents were asked, based on their experience, to rank the emphasis of the variables operating in tenure. Participants agreed that the granting of autonomy via tenure was an opportunity to exercise academic freedom. With tenure came the responsibility to contribute as a citizen of the institutional and disciplinary communities of the profession. The most prominent factor in determining tenure and promotion decisions for LIS faculty is demonstration of research productivity through peer-reviewed publications: articles, books and conference proceedings. Teaching and service are also important components of academic life. It was found that collaboration underpinned collegiality and created an environment conducive to research. In turn, the stability and collegiality of a tenured position made the institution work as a teaching and learning environment.

Keywords: higher education, tenure, professional development, quality of working life, survey

Background and Review of the Literature

Academic tenure undergoes persistent criticism. The most pervasive criticism of academic tenure is that it protects faculty members who are no longer contributing to the institution once the initial acknowledgment of tenure has been made. This allegation was perhaps evident to undergraduates forty years ago, because the legal pads from which their tenured professors lectured (often in large, impersonal lecture halls) were yellowed and brittle from years of use. Allen (2000) wrote that critics of higher education use tenure "as a scapegoat for a plethora of institutional shortcomings" (p. 95) and that in spite of scapegoat status, tenure remains "the very lynchpin [*sic*] of academic freedom" (p. 95). In reality, tenured faculties continue to perform to the expectations of their institutions even though the nature of responsibility undergoes change.

In her 1996 juried conference about promotion and tenure, Pollicino reported that the granting of autonomy via tenure was an opportunity to exercise personal professional autonomy. Autonomy, in turn, is strongly linked to job security and better pay. Pollicino (1996) stated: "It is essential that a faculty member strike the right balance between exercising personal professional authority and contributing as a citizen of both the institutional and disciplinary academic communities" (pp. 10–11).

Research Productivity

In 1990, Blake and Tjoumas wrote that

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the most prominent factor in determining tenure and promotion decisions for library and information science faculty is proof of research productivity. Almost twenty years later, evidence of such productivity as the most significant determinant of the tenure award rings true and LIS professional journal literature serves as a forum for communication as well as a vehicle for peer review. Even though tenure evaluations are not primarily accountings of publications, and teaching and service also have a role, tenure is awarded based on an acknowledgment of acceptance into the academy, and carries both professional and institutional attributes of reciprocity.

In the article "Lessons from a Five-Year Diet of Tenure-Lite," Dimidjian (2002) wrote "Designing a system for competent faculty and administrators to work with stability and collegiality must be done to make an institution 'work' as a teaching/learning environment" (p. 152). Such aspects of the faculty member/institutional relationship are meant to foster the research and learning activities of the university. Nails (2005), a former chair of the American Philosophical Association Committee for the Defense of Professional Rights of Philosophers, defined a fair tenure decision in the following way: "a fair tenure decision (or promotion decision, or retention decision for a contingent member of faculty) reflects the actual accomplishments of an individual in relation to the expectations detailed in her contract, faculty handbook, and any existing interim reviews in the traditional areas of research, teaching and service" (p. 1). The tenure debate cannot be separated from the nature of academia itself. Yohn (1998) asked: "Are professors employees or partners?" Tenured faculty members are clearly intended to be partners in the academic enterprise because those holding tenure cannot be summarily dismissed, demoted, or have their appointments reduced below the level at which tenure was awarded without the due process awarded by university policy. With the academic freedom awarded by tenure, the partner relationship is born.

A 2001 study by the National Education Association (NEA) Higher Education Research Center provided evidence that "tenured faculty members are more prolific researchers and publishers and more engaged in the life of the institution than are those without tenure" (p. 5). It seems that qualifying for tenure indicates a type of productivity that increases rather than decreases once tenure has been achieved. An even stronger commitment to productivity may emerge from LIS faculty because remuneration for LIS teaching is not as competitive as other disciplines. Faculty pursuing tenure in the field basically enjoy what they do and are internally motivated. The LIS field is dominated by women, and women tend to earn less than the average earned by their male counterparts. In most types of institutions, tenured faculty members were more likely to have published within the last two years and served on more committees than were those without tenure. The number of classes taught and the number of office hours held weekly were the only work measures in which tenured faculty members did not consistently equal or exceed the levels of faculty members without tenure. Full-time tenured faculty members earn more than those without tenure. In 2003, the NEA Higher Education Research Center reported:

> Even though the economy is bad, faculty salaries continue to increase. However, purchasing power has remained relatively static since 1972–73. In 2002–03, the overall average salary for faculty members on 9/10 month contracts was $61,501—a 2.7 percent increase since 2001–02. Faculty members in private institutions earned $65,069, which was about $5,000 more than the salary of

> $60,071 earned by those in the public sector. The 15 percent of faculty members on 11/12 month contracts earned an average of $75,591 in 2002–03. Overall, the number of 9/10 month faculty increased 2.9 percent from 2001–02 to 2002–03. (p. 1)

In the article "To What Degree does the Desire for Promotion Motivate Faculty to Perform Research?" Tien (2000) indicated that the number of research publications predicts the odds of promotion well. Although the promotion system is unquestionably effective in rewarding research productivity for at least some faculty, whether the system is truly equitable remains an open question. Tien found that female and younger faculty members are clearly disadvantaged in seeking promotion and faculty members who show higher motivation for promotion display better research performance than their colleagues who show lower motivation for promotion.

At the 1992 Annual Meeting of ASIS, Bonzi shared the findings of a survey which explored the perceptions about research productivity of senior academic faculty at Syracuse University. Research productivity, as evidenced in quantity and quality of publications, was perceived by most of the 145 survey respondents as the most important for tenure and promotion, with service lowest in importance. Scholarly journal articles were rated by respondents as highest in importance, particularly by the sciences and mathematics faculty. According to the perceptions of senior faculty, major facilitators for research productivity were release time and availability of graduate assistants. The major hindrances were teaching load and committee work.

Science or Humanities?

In 2003, the Committee on Institutional Cooperation (CIC) supported by the Andrew W. Mellon Foundation conducted a study "to determine the extent to which publication of a scholarly monograph is essential for faculty to receive tenure in the humanistic disciplines" (Estabrook, 2003, p. 2). Estabrook directed the CIC research at the Library Research Center at the University of Illinois and the study resulted in a report entitled *The Book as the Gold Standard for Tenure and Promotion in the Humanistic Disciplines* (2003). A total of 864 surveys were mailed and 456 were returned for a response rate of 52.8 percent. Supplementing that survey, data were derived from (a) a review of promotion and tenure guidelines; (b) a web-based questionnaire to 55 faculty who, in the past five years, left these institutions prior to receiving tenure; (c) focus group interviews with junior faculty at Northwestern University, the University of Iowa, and the University of Illinois at Urbana-Champaign; and (d) telephone interviews with 17 department heads from six CIC institutions. Limitations of the study were that the results could not be generalized to American universities in general or to other humanistic disciplines at CIC institutions. Nevertheless, the findings of the survey were that with the exception of scholars who are doing "creative work" or whose work is in certain sub-fields of Anthropology, department chairs expect a faculty member to have published (or have in press) a scholarly monograph prior to consideration for tenure.

With the exception of faculty in History departments, a majority of the faculty surveyed concur a book should be required (with rare exceptions) for tenure in their departments.

Faculty with tenure and faculty who have not yet achieved tenure were similar in their views. Most of the faculty members surveyed did not feel a book length manuscript was necessary to present their scholarship.

Because Library and Information Science/Information Science (LIS/IS) as a

discipline combines soft and hard sciences in varying degrees, information science faculty may not see performing to humanities expectations of tenure as appropriate to how the tenure review process works at most schools. Bates (1998) wrote that the refereed journal model is essentially a natural and social science model, where the heart of scientific publication is the journal article. The heart of humanities publication is the book. "Most LIS programs have at least some faculty members who are operating in a humanities paradigm, and the numbers of such people vary from program to program. If there are three such humanities types at one 12-person faculty, and one at another 12-person faculty, then journal publication rates and citation rates, averaged across faculty, will be affected differentially" (Bates, 1998, p. 194). Bates wrote that the examination of a school's publication data may not be a precise measurement of whether LIS publications are humanities based or scientifically based. She suggested that faculty publication types should be differentiated in program evaluations, that book production by faculty is important to such evaluations, and that the role of humanities-oriented LIS faculty may be misread or lost without attention to book publication.

The publication record of faculty achieving tenure has increased since the 1970s, suggesting that requirements for promotion and tenure have increased. Approximately one-fourth (24.5 percent) of the faculty reported that they were asked for a subvention for one or more books. Respondents differed in their perspectives about subventions with some quite accepting of the practice and others concerned about the implications of providing subventions. Junior faculty expressed numerous concerns about the process of getting their work in print, including issues of market forces, time between submission and response and the changing profile of presses.

Electronic or Print?

Neely (1999) addressed the divide between academia and new forms of scholarly publishing. She recommended that electronic publishing be as highly valued as print: "While the literature shows that many of these changes are occurring in the fields of science and technology, some projects are targeting titles in the humanities and social sciences" (Neely, 1999, p. 3). Cronin and Overfelt (1995) examined current standards and criteria for evaluating electronic publications in the context of promotion and tenure. Requests for current promotion and tenure guidelines were sent to deans/chairs of 168 departments in 50 public and private universities. The results suggested that there may be inconsistencies in interpretation and practice in the academic reward system.

To address this issue, and bring information science into the equation of monograph publication in the humanities, Harnad (2003) stated that the problem was loss of research impact due to electronic publication.

> Researchers do research in order to make an impact—so that their findings will have maximal effect on the present and future course of learned inquiry. The measure of that impact is the degree to which their work is seen, read, used, builtupon, cited, and applied by their fellow-researchers. It is palpable evidence of this research impact that also brings researchers their material rewards: salary, promotion, tenure, research grants, prestige, prizes. (p. 139)

Adkins and Budd (2006) used the Social Science Citation Index (a measure of impact) to document publication and citation data for LIS faculty, covering the years 1999–2004. Tables included faculty and programs with the highest publication and citation rates overall and per capita and included a cumulative ranking of LIS programs based on research productivity. The

authors wrote, "An individual's research productivity might include the number of research grants written per year, conference papers presented or research awards received," and "good teaching and solid scholarship tend to be two common measures of effectiveness" (Adkins & Budd, 2006, p. 375). Because their study documented an increase in LIS/IS research productivity, the authors suggested that this productivity also signaled an increase in faculty effectiveness.

Shaw and Vaughan (2008) used a random sample of LIS faculty members at various stages of their academic lives to explore publication and citation patterns among LIS faculty. Their analysis showed that the number of publications increases steadily as faculty rank advances and that assistant professors publish more conference papers and few journal articles. This pattern is reversed with associate and full professors. The authors acknowledged the debate about whether open access increases the speed and/or frequency with which a work is cited. They wrote "A more complete understanding of LIS as a field should take account of teaching and service contributions, for example, as other important considerations in recruitment and retention of faculty members" (Shaw & Vaughan, 2008, p. 54).

Unlike in the United States, tenure is not part of academic life in England. After the three-year probationary period, the assumption is that staff are permanent and treated as tenured faculty. Albright and Petrulis (2007) wrote: "Since there is no tenure system in England, however, promotion to senior lecturer (roughly equivalent to associate professor) involves an application process, similar in some respects to the tenure application process, but independent of completion of the probationary period" (Rank, Tenure and Promotion section, para. 1). Tenure is usually applied for in the sixth year of service to the institution or university in the United States.

Ownership of Tenure

The word "tenure" (from the Latin *tenere* meaning "to hold") literally means "to hold or possess." In the United States, concerns about "holding" or having a right to academic freedom date back as early as the 19th century. Thompson (1941) quoted the President of Harvard University, Charles William Eliot, who wrote in 1875, "Permanence of tenure and security of income are essential to give dignity and independence to the teacher's position" (p. 147). Thompson also wrote "Problems in this area therefore arise, I hope, not out of differences in opinion over our main objective, but rather in connection with determining the best means of achieving it" (p. 147). He proposed regulations for tenure as a means of measuring achievement. The principles of tenure were first formalized in the 1925 *Conference Statement on Academic Freedom and Tenure* by the American Association of University Professors and the Association of American Colleges (now the Association of American Colleges and Universities) and re-stated in the 1940 *Statement of Principles on Academic Freedom and Tenure*, which has been endorsed by more than 200 scholarly and education groups (American Association of University Professors, n.d.). Interpretive comments were added to the statement in 1970 and in 1990.

According to the *Statement of Principles,* "Tenure is a means to certain ends, specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society" (American Association of University Professors, n.d.). Byrne (2006) wrote about tenure as one of the four freedoms in a university, and

quoted Justice Frankfurter in the 1957 case Sweezy v. New Hampshire on the four essential freedoms of a university: "to determine itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study" (p. 932). Byrne stated that the Supreme Court defined academic freedom too broadly in this case. He warned that unless the definition of academic freedom is narrowed, academic freedom will weaken the autonomy of academic institutions to maintain scholarly standards without intrusion of political tests and controls. According to the December 2007 National Education Association (NEA) Report *Academic Freedom and Higher Education Employees*, state legislatures have considered a series of measures that would have seriously impaired academic freedom. The NEA Higher Education Research Center (2007) states that "a renewed commitment to the foundations of academic freedom grounded in the professional standards of the disciplines, coupled with strong contractual protections through collective bargaining, may provide faculty the best approach to provide the educational quality that our members strive for" (p. 1).

In 1996, Yamolinsky argued that more flexibility is needed in the tenure process to accommodate institutional change and that tenure is not simply a matter of job security. He advocated three guiding principles: individual scholars need assurances that they can pursue their interests freely; institutions need to be able to allocate and reallocate resources, including resources of scholarly talent; and tenure is intended to protect the nonconformist.

Statement of the Problem

The problem addressed in this study was how tenure operates as a professional mainstay in LIS faculties and to determine the extent to which inconsistencies in interpretation and practice in the academic reward system exist and reasons why they exist. An analysis of LIS program directors' attitudes toward the tenure process was undertaken to inform faculty members currently seeking tenure of others' experiences. It was assumed that by virtue of position, the directors could shed light on the process, as directorship positions tend to be held by tenured faculty and therefore the directors would have first-hand knowledge of the climate of reciprocity in their institutions. Although tenure expectations differ between research-intensive universities and community colleges, for example, it was assumed that all the LIS/IS directors hailed from research-intensive universities.

Purpose of the Study

The purpose of this study was to identify positive and negative aspects of the tenure and promotion process in LIS schools and to determine how tenure requirements are ranked in importance by LIS directors.

Research Questions

Attitudes of tenured faculty toward the tenure and promotion process were documented for comparison and analysis through quantitative and qualitative analysis of the data. The following questions were asked of participants:

1. Does the tenure process inform or have an effect on research and practice?
2. To what extent does the tenure process inform teaching and learning in LIS?
3. Is commitment to teaching and research enhanced by the tenure process?
4. How are the following elements of the tenure process ranked in importance:
   (1) Publication of a scholarly book or book chapter
   (2) Publication of a peer-reviewed, scholarly article

(3) Presentation of research at a conference
(4) Research grant presentation
(5) Teaching evaluations
(6) Teaching load
(7) Student mentoring/advising
(8) Other administrative roles
(9) Professional service.

Methodology

The research design included quantitative and qualitative analysis of survey responses. Permission to conduct the study was obtained from the University of Southern Mississippi's Institutional Review Board to conduct human research. USM Human Subjects Review Board approved the study in May 2005. Participation was voluntary and the identities of the respondents were kept confidential. A pilot survey, sent to selected current and former directors of LIS programs, provided input and suggestions for improvement and was used to further refine the survey instrument. Participants in the pilot test were excluded from the revised survey.

The revised electronic survey was emailed to the remaining deans, chairs or directors of the ALA-accredited LIS/IS institutions listed in the *2005 ALISE Institutional Members Directory.* Criteria for participant selection included: currently tenured LIS or IS deans or directors. Fifty-five subjects were identified in the *2005 ALISE Directory of LIS Programs and Faculty in the United States and Canada.* Emails that included three open-ended questions and a rating scale were sent to the 55 identified subjects (Table 1). Thirty-five responses were received—a response rate of 64 percent. Quantitative rating-scale data were analyzed and simple charts produced using Excel software. The research questions were formulated to provide a framework for discussing tenure. Patton (1987) wrote "the task for the qualitative evaluator is to provide a framework within which people can respond in a way that represents accurately and thoroughly their point of view about the program" (as cited in Sewell, 2005, *What is Qualitative Interviewing?*, para. 2).

Research question responses were analyzed by identifying specific statements made by the respondents as generally positive or negative. The narratives were typed into word-frequency text-analysis software. Nouns, adjectives and verbs indicative of positive and negative experiences emerged from the narratives. A preliminary analysis of the data using both methods was presented at the 2005 ALISE Annual Conference by the authors.

Results

Quantitative Analysis: Rating-Scale Data

As shown in Table 1, authorship of peer-reviewed articles and authorship of

Table 1: Ranking of Tenure Requirements with Research Emphasis.

Emphasis	Highest	High	Average	Low	No Effect
Research Publications: Scholarly Book or Book Chapters	21	11	1		1
Research Publications: peer reviewed article	28	4	1		
Conference Presentations	2	17	12	2	
Research Grant Presentations	6	11	12	2	

Table 2: Ranking of Tenure Requirements with Teaching Emphasis.

Emphasis	High-est	High	Average	Low	No Effect
Teaching Evaluations	10	18	2	2	
Teaching Load		6	11	6	9
Student Mentoring/Advising		7	15	8	3
Other Administrative Roles	2	3	14	7	6
Professional Service		10	16	6	1

a scholarly book or chapter were the most frequently cited mechanisms of tenure and promotion by the respondents of the survey. Twenty-eight of the thirty-five respondents (80%) rated peer-reviewed articles highest in value and thirty-two (91%) rated it high or highest. Authorship of scholarly books and chapters in scholarly books was rated highest by twenty-one of the respondents (60%) and high or highest by thirty-two (91%). It was subsequently pointed out to the researchers that publishing a book chapter was analogous to publishing a research article in terms of time invested, whereas book publication takes more time. As Table 2 indicates, teaching evaluations were ranked third in importance to the tenure process. Ten of the thirty-five respondents (29%) rated teaching evaluations highest and twenty-eight (80%) rated it high or highest.

As indicated in Table 1, conference presentations were rated highest by two respondents (46%) and high or highest by nineteen (54%). Other administrative roles, professional service, and mentoring/advising students were ranked low. Teaching load ranked least in importance for tenure.

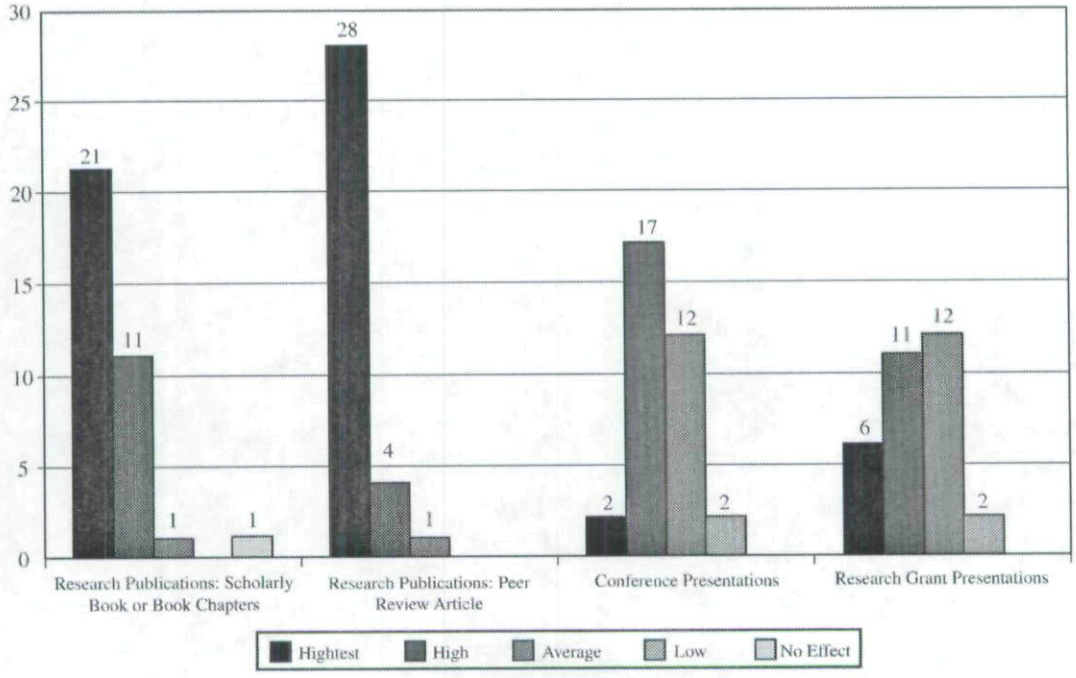

Figure 1. Research Emphasis.

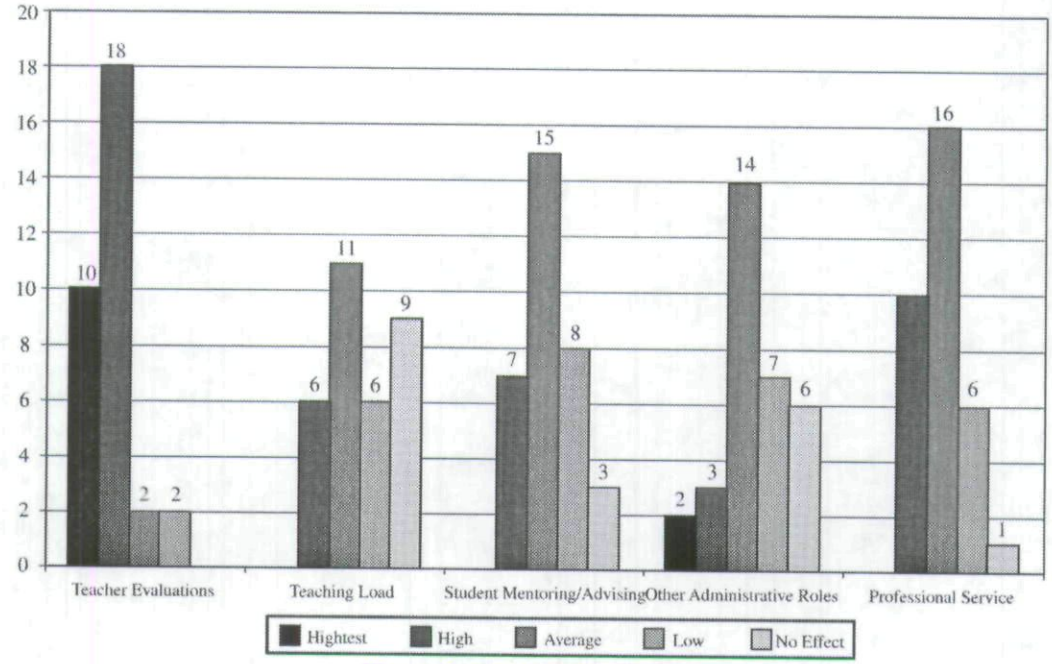

Figure 2. Teaching Emphasis.

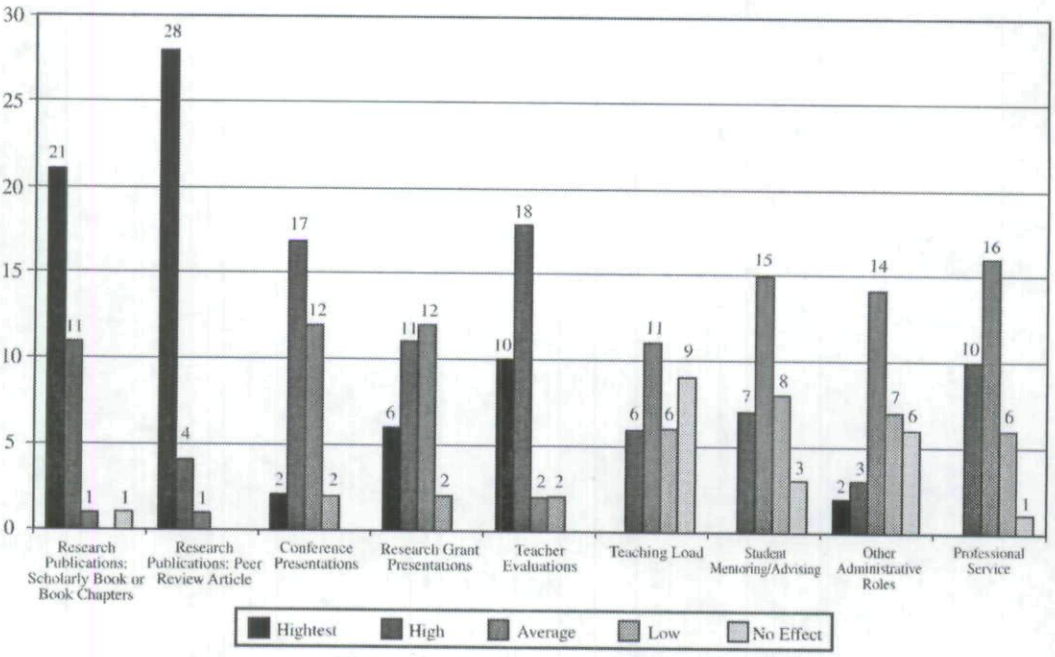

Figure 3. Combined Tenure Data.

Quantitative Analysis: Word Frequency

A term-frequency analysis was conducted on the text of the compiled responses of the respondents using Textalyser software. The following terms and phrases were the most used, with the frequency being the number that follows in parentheses.

"Focus"/"focused" (10 times)

"Motive"/"motivation"/"drive" (6 times)

"What I wanted to do" (4 times)

"Research informs teaching" (3 times)

"Academic freedom"/"intellectual freedom" (2 times)

Qualitative Analysis: Research Questions

1. *Does the tenure process inform or have an effect on research and practice?*

Twenty-four responses (69%) were generally positive and eleven (31%) were generally negative.

Positive terms and themes that were identified from the responses included:

"Focus" and/or "drive" (3 respondents)

"Encouraged" (2 respondents)

"Develops the habit of research" (1 respondent)

"The requirement to perform research as part of obtaining tenure certainly encouraged the undertaking." (1 respondent)

"Yes, to get tenure you need to do research and gain research grants, and to obtain these grants, research proposals should address scientific and empirical problems in the disciplines, and these proposals are normally peer-reviewed." (1 respondent)

Somewhat negative terms and themes that were identified from the responses included those which pointed out that tenure had a weak influence on research and practice:

"No . . . did the research I wanted to do" (3 respondents)

"Never been a substantial influence" (1 respondent)

"Not particularly. I had come from a business background and had not really given tenure much thought." (1 respondent)

"Quantity (not quality) of publication and grants most important . . . teaching and administration were almost of no value." (1 respondent)

2. *To what extent does the tenure process inform teaching and learning in LIS?*

Twenty-one (60%) of the responses were generally positive while twelve (34%) were generally negative. One respondent was positive about tenure informing teaching but negative about tenure informing learning.

Positive themes or terms that were identified included: "currency", "focus", and "goals":

"Constant learning"/ "remaining current" / "understanding [professional] literature" (4 respondents)

"Focus" (3 respondents)

"Setting goals" (2 respondents)

One respondent mentioned that the tenure process "brought in interdisciplinary arenas, able to discuss the information seeking role in other fields, development of professions, and application to LIS."

Negative themes or terms that were identified included:

"did not affect teaching", "did not inform learning" (2 respondents)

"I was conscious that teaching evaluations were important but it really didn't affect my practice" (1 respondent)

"The tenure process takes into account your teaching performance, and the demands of teaching lend themselves to the issue of remaining current in LIS. But, I would not say the tenure process informed my learning in LIS". (1 respondent)

In retrospect, the researchers determined that the phrase "did not affect teaching" and "did not inform learning" seemed to be open to interpretation as to whether learning was applied to the faculty member or the student or to whether teaching informed research or if tenure encouraged the concept of research informing practice. Greater clarity was warranted.

3. *Is commitment to teaching and research enhanced by the tenure process?*

Eighteen (51%) of the responses were generally positive while fourteen (40%) were generally negative. Three respondents indicated that the tenure process had no effect on the commitment to teaching and a positive effect on the commitment to research.

Positive themes or terms that were identified included: "focus" or "drive" and priority:

"Focus" and/or "drive" (4 respondents)

"Priority" (2 respondents)

Other comments: "weeds out individuals who are insufficiently focused on success in these two areas" and "stimulates activities that improve one's knowledge and performance . . . increases enthusiasm and commitment to teaching and research." (1 respondent)

Frequently-occurring negative themes or terms that were identified included:

"unrelated to tenure" and "burn-out" or "burden" (6 respondents)

"Commitment or motivation internal—unrelated to tenure" (3 respondents)

"Burnout" or "burdensome" (2 respondents)

"The process only served to discourage me from undertaking collaborative research earlier." (1 respondent)

Discussion

The word frequency analysis led the researchers to conclude that the experience of gaining tenure indicated a generally positive attitude toward the tenure process across the research questions, although some respondents characterized the process as stressful and a cause of faculty burnout. Although some of the respondents claimed that they were self-motivated and would pursue their research regardless of tenure requirements, the tenure process was seen by most as a motivating factor, and teaching and research were compatible. Peer-reviewed articles were the most frequently cited mechanism of tenure and promotion. Scholarly books and chapters in scholarly books were cited next. Teaching load had the least emphasis. Teaching evaluations and professional service were rated higher than "research grant presentations" (in retrospect the authors believe this phrase was misleading and should have been labeled "grant applications" rather than "research grant presentations"). The directors rated administrative roles and mentoring as low in importance. Teaching load rated lowest in importance on the road to achieving tenure.

The directors emphasized the professional responsibilities aligned with tenure, such as keeping current with LIS professional literature, contributing to the profession and body of LIS literature through publications, and making interdisciplinary connections with other fields of study for themselves and faculty. The need for the latest ideas and thinking

in order to benefit student learning was noted by several of the respondents who commented, "Research informs teaching."

The opportunity to develop and contribute:

The connection between tenure, the satisfaction of professional networking and contribution to the discipline emerged from the comment section of the survey. For example, one respondent stated "It [tenure] helps set goals and time tables, and levels of expectations for achievement in research and publication. It helps connect one's work more broadly and concretely with scholarly research in academe and requires one to conform to its traditional standards for publication. It places one in the wider community of LIS research. All in all, the tenure process exerts a positive and highly challenging environment—although stressful."

The personal price of preparing for tenure:

The price of preparing for tenure in terms of personal time and effort can be overwhelming. For example, one respondent noted, "The process overall, and the expectations for tenure (and promotion) success lead to absolute burn-out where one is committed only to doing minimum preparation for teaching because one is expected to complete research projects (20-30 hours per week) and because one is given 20–30 hours a week of administrative duties. This all leads LIS faculty to be 'committed'—but only to rehab institutions." Balancing life and work is a major issue for those seeking tenure.

Conclusions

Tenure continues to hold benefit to the university, because tenure implies freedom and professional autonomy from administrators, trustees and legislators for the academician, and stability for the university. For the faculty member, a positive climate of academic freedom is linked to good teaching and research as well as job security. For the institution, the demonstration of rigorous review of faculty member portfolios creates a climate of accountability which in turn is intended to create conditions of employment that encourage faculty to establish careers at the institution and continue to grow professionally. This includes the non-conformist. One director noted that the process of gaining tenure qualified him for giving advice to younger faculty about the process and expectations of higher administration. Another noted that knowledge of the evaluative criteria for achieving tenure, which is achieving a sufficiently high record of teaching and research performance, was gained as one pursued tenure. Once the respondents achieved tenure, the service-administration aspect of the director position developed. Mentoring junior faculty in their pursuit of tenure became part of service-administration for the directors surveyed. Both functions are linked to academic freedom and both are linked to partnership with the university. Those who responded to the questionnaire probably did so in awareness of the responsibility of their administrative role to the discipline and the university. It was emphasized to the researchers that regardless of an individual director's viewpoint or experience of tenure, the process is a university-wide one, and the final decision is made one or two levels above the LIS program itself. Underlying this fact was the conviction that tenure is awarded in the belief that tenured faculty will continue to produce the kind of teaching and research that only academic freedom can produce.

Implications for Future Study

It would be useful to do a follow-up survey and perhaps even a longitudinal study to compare and analyze data over

time in order to detect patterns of consistency or change in perceptions about the tenure process by LIS/IS program directors. Case studies of how the tenure review process works at individual schools of LIS are needed. More studies on compensation and gender issues as related to the university policy for hiring and evaluating new faculty can be explored within the tenure milieu.

Department chairs and junior faculty might have different perceptions about the type of support provided by the department to untenured faculty, but creating positive workplace conditions is essential to publication and promotion for all involved. The tenure process must be perceived as basically non-adversarial and non-punitive. The aphorism "publish or perish" does not explain the richness of the tenured relationship between scholar and institution. Creating organizational environments conducive to faculty productivity is the key—a quality of life workplace idea, characterized by support and stability.

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